ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001166	N.A.	N.A.	

4. AUTHOR(S):
West Virginia Department of Education, West Virginia

5. TITLE OF DOCUMENT ABSTRACTED:
West Virginia State Program for the Gifted and Academically Able Students

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. West Virginia Dept. of Education,
ST. West Virginia
CITY, STATE

9. PUBLISHER OR SOURCE
West Virginia Department of Education, West Virginia

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1961	51

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Report

16. INDEXING TERMS (6-12)

Five-Year Plan	Administration's Role	Depth Instruction	Community Factor	Gifted
Guidance /Counseling	Teachers' Role	Accelerated Pace	Enrichment	West Virginia
Parents' Role	Curriculum	Evaluation	Grouping	State Program
		School Size	Staff Attitudes	for Gifted

17. ABSTRACT (MAX. 250 WORDS)

To help the gifted and academically able students, West Virginia developed a Five-Year State Plan. Its recommendations included organizing panels to stimulate, demonstrate, and lead discussions in local schools, have country-wide workshops, and develop example instructional materials.

The selected students were divided into two groups--academically able (115-129 on Benet Intelligence Quotient Scale) and gifted (130-above on Benet Intelligence Quotient Scale). Children should be evaluated from nursery school on to detect superior ability.

Guidance and counseling should be continuous for able students. Yet the entire school staff should share in the guidance responsibility. The counselor should provide additional guidance services to students, parents, teachers, and administrators.

The curriculum should not be depth instruction alone. Rather, to be successful, the programs should build on the faster learning rates of able students along with enrichment experiences in both depth and breadth. All of the background content and materials of each school grade should be covered, but adjusted to the fast learning rate of the gifted.

Administration should be accomplished by establishing units; once established, they should be continuously evaluated. These units included classroom enrichment, grouping and acceleration. When planning a program, three important factors should be considered. They are the size of the school, the type of community served by the school, and the attitude of the school staff towards the program. Evaluation of the programs should involve achievement, personal and social adjustment, and attitudes of children, parents, and school personnel toward the program.

A bibliography was included.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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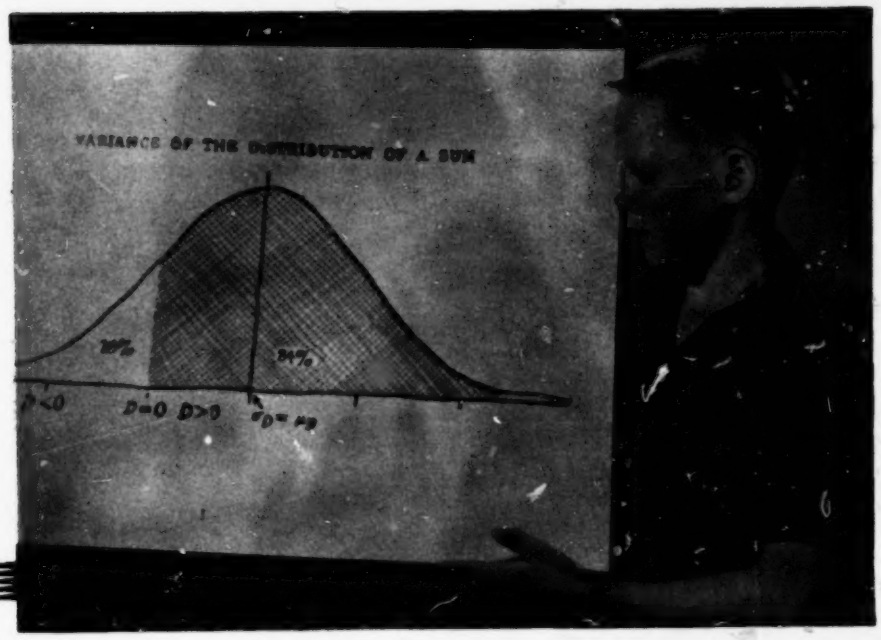
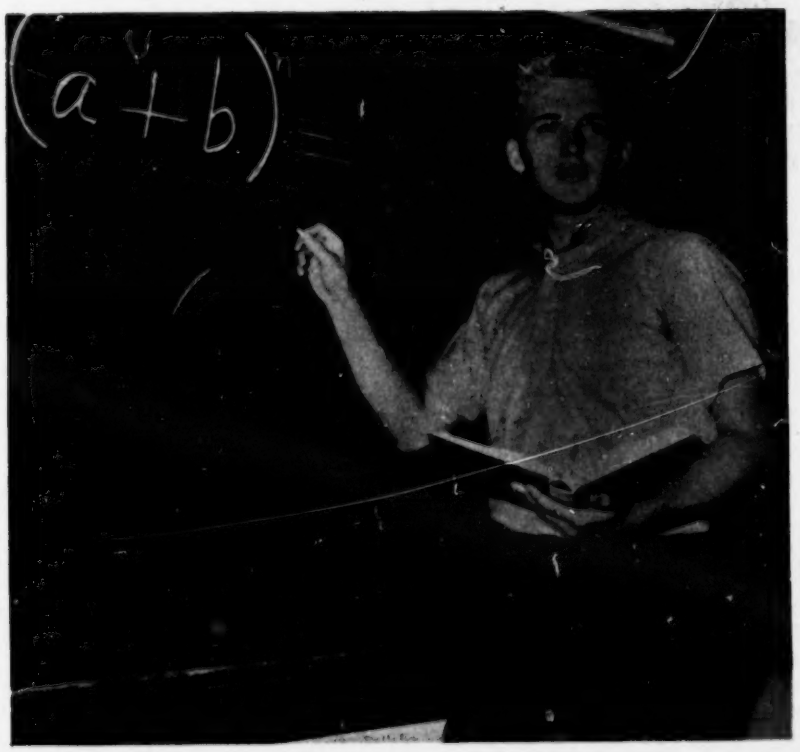


THE GIFTED AND ACADEMICALLY ABLE



West Virginia Department of Education

WEST VIRGINIA STATE PROGRAM
FOR GIFTED
AND ACADEMICALLY ABLE STUDENTS

TENTATIVE FIVE YEAR STATE PLAN
1961 - 1966

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INTRODUCTION

Are we wasting our Country's greatest single natural resources through failure to develop to the utmost the potential of our gifted children?

Teachers are aware of the individual differences found among students in their classes. They are well aware that some of these students possess outstanding ability to do critical thinking and have power of expression. These children respond quickly to the most difficult questions and problems. They ask questions themselves which reflect a high degree of insight. Academic problems which may thwart the best efforts of classmates only serve to bring out the resourcefulness of such students. The choice of vocabulary is far more selective than that of his classmates, no matter what age. These children are academically motivated, able and ambitious.

These students are the youngsters that teachers are constantly seeking to challenge. How best to do this presents many problems to the teacher, administrator, parent and community. Obviously the solution calls for a school program planned and organized to provide for these recognized differences. Such a program will reflect the concern for quality and the intellectual aims of education which may be the emerging mark of our own generation.

The public schools carry a particularly heavy responsibility for providing educational opportunities which are open to students who are most able; only by such provision can we insure the fullest conservation and utilization of human resources.

If our academically talented students of today are to be the leaders of tomorrow and if our democracy is to remain fluid and dynamic, such leadership must possess creative vision and intellectual superiority. In the early training of these talented students it is likewise important that the character traits of personal integrity, human sympathy and responsibility are developed.

Most research indicates that the earlier the gifted student is identified the more time there is for him to benefit through a well planned educational program. Thus, the role of the school is to identify the high ability student and to supply him with the broad foundation of basic skills, attitudes and understandings which will support the type of specialized education required by our complex society.

The State Department of Education Committee for the Gifted has now concluded its year of study and observations of school systems throughout the United States. This study has provided an opportunity for the committee to draw from the best programs and practices observed and from the best ideas expressed, the beliefs which are to guide the educators of West Virginia in developing programs for gifted students.

The concern which the participants continue to feel for the education of the gifted is not one of "special" attention. Rather, it is a desire to see that every West Virginia boy and girl has the best opportunity for an education which his county can make available. This implies the maximum for gifted students even as it does for the handicapped, the so-called "average" and all others.

The State Advisory Committee of the Gifted of the State Department of Education will provide cooperative services in programming for the gifted but the independence and autonomy of the county school system will be maintained.

John T St Clair

GIFTED AND ACADEMICALLY ABLE STUDENT PROGRAM

(Recommendations for 1961-1965)

Five Year State Plan

The West Virginia State Department of Education Advisory Committee for the Gifted and Academically Able plan to work out together solutions and problems concerning the following recommendations:

1. The organization of a series of panels by the Advisory Committee, the members of such panels having been selected because of their proficiency in specific fields (e.g.: mathematics, science, etc.), the purpose being to stimulate, demonstrate and lead discussions in local schools.

2. That county-wide workshops be held in specific subject matter areas.

3. That a directory be developed and published by the State which would list schools, programs, and personnel involved and contain a brief descriptive paragraph of each program.

4. That the Advisory Committee initiate meetings with personnel of teacher training institutions to review current thinking resulting from the study to date, in order that course offerings might be more meaningful to West Virginia Schools.

5. That a bulletin be published by the State periodically as a means for communicating significant findings, program changes, and any other current news which might be pertinent.

6. That some example instructional materials for both teaching and professional use, as well as lists of and sources for, be made available through the State Department of Instruction.

7. To build interest and motivation by publicity about existing programs through consistent newspaper reporting, television and radio coverage.

8. That adjoining county school systems work together, with leaders in the workshops acting as key people within these regions in continuing workshops.

9. Assist the county school system in evaluating the outcomes of their experimental programs.

10. Take steps to coordinate the State Certification requirements for professional improvement.

11. Make available pictures, slides, films, filmstrips and newsletters which can be used effectively.

12. Work with counselors and psychologists concerning the educational as well as the social and personal problems of the gifted.

13. Help provide money for state experimental programs.

WEST VIRGINIAS' GIFTED AND ACADEMICALLY ABLE

This we believe: That the public schools of West Virginia have the obligation to plan and to provide programs that will insure maximum learning opportunities for all of its students. These programs are to be planned and organized so that experiences are provided for the specific needs of all students including "special provisions" for the gifted and academically able students.

The Definition which West Virginia has Accepted for These Pupils Recognized as Gifted and Academically Able

We have chosen, for the West Virginia program, to divide the gifted students into two broad general groups.

Those students who are:

Academically Able - This group includes 15% to 20% of the total general school population and have I.Q's (Binet Scale) generally from 115-129. These students have the ability to make a significant contribution to their communities and to the nation.

Gifted - This group includes 2% to 5% of the total general school population and have I.Q.'s (Binet Scale) generally of 130 and above. These students have ability or the combinations of abilities for outstanding performance and to make substantial contributions in some field(s) of human endeavor.

There are several recognized tests which measure general intelligence with a relatively high degree of validity and reliability. Although there is a high correlation on general intelligence with specific aptitude, we do not, however, know enough to measure in the same detail or with equal assurance certain specific aptitude as we do general intelligence. For this reason our program(s) for the gifted will be directed to provide for the gifted and academically able student. This is not, however, to be interpreted that there should not be provided by the school in so far as it is able to do so, a program for the student with an identifiable specific aptitude or talent. Any program planned for these gifted students should give high priority in creativity and independent research. It should provide a sense of direction without pointing "the" direction. It should provide the pupils opportunity for learning experiences within larger blocks of time where "problems" are "laid bare" and where the ratio of "thinking to learning" is maximized and time on content and "things which are" is minimized.

GENERAL FEATURES OF QUALITY PROGRAMS FOR THE GIFTED AND ACADEMICALLY ABLE

There is no best method to identify, motivate and provide for the gifted student. The best way of providing for the gifted depends in part upon the nature of the individual student, his family, the school he attends and the community in which he resides. Educational solutions for the gifted are complex, involving many persons rather than a few; but any proposed solution needs the careful consideration of the persons with the most responsibility for the gifted - parents and educators.

All good program planning should start with attempting to answer these questions: What are the essential features of quality program for these students and what kind of individuals would we like the gifted students to be as a result of our educational efforts?

Essentials in a Quality Educational Program for the Gifted and Academically Able

(A Proposal)

The Responsibility of the Administration and Coordination of the Instructional Program for the Gifted and Academically Able Students Should be Given to one Person.

That person must assume a position of leadership with the central staff and it is his responsibility to orient the entire administrative and instructional staff in all phases of program development and evaluation.

Unique Methods of Instruction and Differentiated Materials for Curriculum Development are Needed

Because of the rapid learning rate of the gifted student and his capacity to learn vast amounts of materials, differentiated methods and learning media are essential for quality instructional programs.

Teachers Selection and Placement in Programs for the Gifted are Important

It is recommended that teacher selection and placement should be based on such factors as interest in teaching the gifted, willingness to cooperate and work, graduate training, educational and varied cultural experience and background.

In-Service Education for the Teacher of the Gifted is Essential

In the absence of special training for teachers of the gifted in West Virginia schools, a school should set up its own in-service work groups for teachers with activities pointed toward the adjustment of content and method for teaching the gifted. It would be desirable for county school systems to work closely with colleges in organizing graduate-level courses in this area for credit.

Grading Techniques and Evaluation Measurements for Gifted Programs are Needed

Grading in the school system should have some general well-understood meaning. Marking is done in terms of achievement as well as potential. All records should indicate that the student's grade is derived from performance in gifted classes. The record should indicate the class which the student completed for which the grade was given.

Financing Gifted Programs Should be Considered

The expense for such a program will be related to county size and distribution of gifted children throughout the schools. Different kinds of programs cost differing amounts of money. Financing is usually in terms of the needs and objectives of the program. Extra money should be provided for tests, differentiated materials and extra personnel. These special classes for gifted may not be any more expensive than the cost of a class with a wide range of abilities.

Ability Grouping for Class Organization Allows for Depth Learning

When students are arranged by ability grouping for instructional purposes, there is a higher level of mental activity than in classes which include a wide range of ability levels. The teacher can stimulate and challenge each student to do his best in these high ability classes.

Continuity at All Levels is Essential

Systematic continuity in the identification, selection, placement of students, programming, curriculum differentiation and follow-up are essential facets of gifted programs. This continuity should start in kindergarten and continue throughout the student's school life.

Continuous Evaluation is Important

Constant evaluation of the criteria of selection, means of reporting, curriculum adjustment and differentiated instruction to meet the individual needs of these students is essential.

The Interpretation of Gifted Programs to the Community Develops the Best Support and Understanding

Programs that receive the best support always involve the community in the original planning and continuing developments of the program. This interpretation is in terms of the need of the program, curriculum provision, student progress and cost.

Reporting to the public can be done by a public relations office or by the faculty and students; and through newspapers, television, radio as well as through parent-teacher associations, civic clubs and other community organizations.

The Guidance and Counseling Service is Essential for Effective Programs for the Gifted and Academically Able

A team approach of the guidance department, administrative and instructional leaders using a multiple source of information in the identification, selection, placement, programming, curriculum differentiation and follow-up is needed.

SCHOOL AND COMMUNITY READINESS

(Getting Gifted Programs Started)

Setting the Stage and Initial Planning

Efforts by a school to develop and operate programs for the gifted involve all who are concerned with such efforts, including parents, the statewide school staff and the community.

Regardless of where the idea originates, a committee should be appointed: (1) to study the problem, (2) to determine the extent of the need, (3) to determine if there is need for a special program, (4) to plan and develop a program. The committee composition should include the superintendent, selected members from the board of education, the administrative and supervisory staff and interested community leaders.

No program should be undertaken without considerable investigation and discussion. The superintendent's first directive should be for the purpose of gathering data. One or more of the staff should be empowered to investigate the scope of the problem, examining test records, teachers' opinions and other date relative to exceptionally endowed students in the county. The report should make possible the determination of the number of students to a special program, depending upon the agreement of the definition of the gifted and academically able.

Identifying Students

The gifted child committee will help in the selection of tests and in the development of a county criteria for identification.

They should provide records so that teachers can compile the information of identification to be used in selecting, placing and providing for curriculum adjustment.

Assigning Responsibility

One person or a small group of people should be given the supervisory responsibility for the program and the necessary authority to accomplish the goals of the program.

The person or persons should have the authority to establish time schedules, coordinate the initial planning, identification, administrative provisions, curriculum material and evaluative procedures of the program.

Preparing Lists of Selected Students

There should be a well-organized list of students by classes and schools so there is no question which students have been selected for special gifted programs.

This list should include information concerning the gifted students' achievement, ability, health, interests, skills and handicaps.

Curriculum Planning and Programming for the Selected "Gifted" Students

When the important task of setting the stage, identifying students and compiling the list of youngsters has been completed, program planning for the curriculum can start. The committee will have to decide on a program of classroom enrichment, special grouping, acceleration or a combination of these techniques.

Counseling for the Selected Students

A worthwhile gifted students' program includes guidance services for selected students. The counselor should work closely with the gifted committee, teachers, parents and students from the very beginning to see that everything possible has been done to encourage the student in making the best use of his ability.

Evaluation and Reporting Progress

Criteria against which to measure the effectiveness of a program, such as the self-evaluation check sheets, test scores, drop outs, number of bright students taking courses, parent and teacher evaluation, should be built into the original plan by the gifted student committee.

Methods of reporting and evaluation should be a part of the initial planning, as well as an effort to interpret the program to all concerned.

CRITERIA FOR THE IDENTIFICATION AND PLACEMENT

The process of identification and placement of the gifted student should begin as early as possible. Frequently "signs or "indicators" that a child may be gifted are apparent before he has reached nursery school age. Probably records will not be available before the child enters kindergarten, but a developmental history of the child can be obtained from the parents to help reinforce the school records as regards to ability and maturation prior to entering school.

QUESTION

What placement procedures should be considered in identifying the gifted?

ANSWER

Placement in a program for gifted vary according to the definition adopted by the school administration, the size and location of the school, the objectives of the proposed program and the resources available to the teaching staff. Logically, a school would first <u>define</u> the conditions under which a child will be classified as gifted. Then the staff would proceed to <u>identify</u> those students within their student body who meet the criteria of the definition. The actual <u>selection</u> of individual students from this group for a special class is dependent upon several conditions. Such factors as ability grouping, age or grade distribution and the emotional maturity would be considered in the selection of students. After students have been identified and selected, an educational <u>program</u> designed to fit their needs and abilities would be developed and offered.

QUESTION

What are some "early" signs in the pre-school years that a parent might observe that a child may develop unusual abilities?

ANSWER

Most indicators of unusual ability in the pre-school years are related to the normal pattern of maturation. That is to say that a gifted child usually did these things at an earlier age than other children learn them.

(1) Early ability to control and direct bodily efforts in meaningful ways, such as balancing, climbing, grasping, etc.

(2) Earlier than normal in walking and talking

(3) Early language facility. Use of words in meaningful sentences

(4) Early capacity to wonder about his environment, sense of time, days and weeks, yesterday, today and tomorrow. Where does the dew, lightning and rain come from? What makes clouds? etc.

(5) Early mechanical ingenuity and general inventiveness, inquisitive mind; a desire to understand.

(6) These are only indicators and not necessarily predictors. Most professionals are inclined to take a "wait and see" attitude until the child is of school age before identifying the child as gifted.

QUESTION

What are some of the characteristics of the gifted that will aid the classroom teacher in her search for intellectually superior students?

ANSWER

The following list of characteristics of the gifted may aid the teacher in identifying the intellectually superior student. One must not infer that a child must possess all of these characteristics before he can be classified as gifted, but rather that all gifted children possess a goodly number of these traits.

(1) learns rapidly and easily

(2) is self motivated when given an opportunity to learn

(3) reasons well, thinks clearly and comprehends readily

(4) recognizes relationships, meanings and generalizations

(5) uses a large number of words easily and accurately

(6) can acquire vast amounts of knowledge

(7) retains what he had read and heard without rote drill

(8) reads books two years or more in advance of the other students

(9) is alert, keenly observant and accurate

(10) can learn for himself what others have to be taught

(11) can perform difficult mental tasks

(12) has a wide range of interests

(13) uses reference materials to an outstanding degree, both in quality and quantity

(14) finishes assignments rapidly

(15) can do academic work one to two years in advance of his class.

QUESTION

What are some of the limitations of identifying gifted children by teacher observation?

ANSWER

Some gifted youngsters resist routine and the demand of comformity, and may, therefore, be classified as behavior problems or merely as apathetic youngsters of average ability. Other limitations are that teacher observation may miss underachievers, motivational problems, emotional problems and children with a belligerent attitude toward the school program.

QUESTION

What is the most generally accepted single criterion for identifying the gifted?

ANSWER

The I. Q. seems to be the most generally accepted <u>single</u> criterion for identifying the gifted. However, educators are now emphasizing the necessity of considering other phases of the child's development. Some of the characteristics which assist in identifying the gifted child are: his ability to do quanitative and qualitative thinking, rapidity and soundness of learning, language fluency, memorizations, problem solving, creative effort, ingenuity, foresight and originality.

QUESTION

Who is responsible for identifying the gifted?

ANSWER

The trend seems to be to collect data from sources such as report card grades, teacher referrals, scores from the school's testing program and parent interviews. The responsibility of identifying, selecting and recommending for special placement is then entrusted to a team of professional persons experienced in testing and interpreting data.

QUESTION

How are data and information about a child used in identifying the gifted?

ANSWER

In determining whether a child is gifted or not, many factors must be taken into consideration besides his performance in tests of intelligence

and achievement. The factors include physical, emotional and social characteristics and his pattern of behavior as observed day by day in different situations. Methods used in identifying the gifted vary from state to state and from school to school but steps considered essential in any procedure are:

Screening Through Use of Group Intelligence Tests

Mental ability tests measure the innate ability to acquire, arrange and use facts. Selection should not be based on group intelligence tests alone so fairly definite cut-off points can be used on these screening tests. Note: Group intelligence tests may not identify those with reading difficulties and those with emotional problems.

Teacher Judgment

Teacher judgment is very valuable. Here is where the daily pattern of behavior is observed in different situations and reported. Teacher judgment should be examined objectively by other measures.

School Records

This will include achievement test scores and teacher grades. Achievement test batteries are generally good for screening and making comparisons with mental ability test scores, but they will not identify underachieving gifted children.

Appraisal of Social and Emotional Adjustment

Test scores in these areas are important and serve as another point of identification. They have a special value when deciding placement.

Individual Intelligence Tests Administered by a Qualified Person

Individual intelligence tests are more definitive than the group intelligence tests. High scores will indicate ability in high degree to do abstract thinking and other types of relational thinking.

Parent Interviews

Parent interviews, particularly with those who do not qualify on school grades. Parents often discover and reveal the child's giftedness. In such cases more definitive tests are indicated.

Aptitude Tests, Interest and Self-Appraisal Inventories

Aptitude tests, interest and self-appraisal inventories are desirable when feasible. Results of aptitude tests indicate ability in certain fields and are useful to cast some light on the nature of the abilities of the gifted. Interest inventories merely indicate what a student thinks he would like and have no significant value in determining his ability to follow through on his likes.

QUESTION

What are some of the pitfalls to avoid in identification procedures?

ANSWER

(1) avoid rigid "cut-off" points on test scores. Common practice appears to point toward less emphasis on exact scores.

(2) avoid classifying as gifted, the average student who has strong motivation to achieve.

(3) avoid exclusion of the non-conforming, the underachieving and the withdrawn individual. Positive attitudes toward them and a change of pace may solve their problems.

(4) establish procedures to guard against exclusion of the culturally deprived children and those in minority groups.

THE ROLE OF GUIDANCE AND COUNSELING IN A PROGRAM FOR THE GIFTED AND ACADEMICALLY ABLE STUDENTS

Although academically talented and gifted students tend to be well adjusted, there are some special problems which many of them face from early childhood through their years in public school and beyond. There are other problems and decisions which all of them must face as they move through life.

In order to help these gifted students and others, most secondary schools now have formally organized guidance programs. In most cases, at least one person on the staff is specially trained in the performance of guidance duties.

If the guidance program is to meet the needs of the talented and gifted student, however, the entire school staff must share the guidance responsibility. The specially trained counselor or guidance director cannot "be" the guidance program. Rather, he must coordinate the guidance program so that it will be an integral part of the total school program.

In addition to being program coordinator, the counselor must provide additional guidance services to students, parents, teachers and administrators.

The following questions and answers are designed to point out some of the aids a guidance program must render to the academically talented and gifted student if it is to be effective.

QUESTION

What are some of the specific problems pertinent to the talented and gifted student which must be faced?

ANSWER

Several problems in this area are the result of prevailing attitudes toward academic excellence. i.e. -

- Academically talented and gifted students are frequently rejected by their peer group.

- Many of these students are plagued by a constant conflict between the need for social acceptance and the desire to pursue their own interest and goals.

Other problems exist because the talents of these students are misunderstood by parents, teachers, the peer group, and the students themselves.

In many cases the talents of these students are being wasted as a result of poor selection of courses and/or underachievement.

QUESTION

How does the guidance counselor help in the initiation and implementation of a program for gifted and academically able students?

ANSWER

The first responsibility of the guidance counselor is to offer leadership in the early identification of the gifted and talented.

QUESTION

After a school identifies the gifted and talented among their students, what next step should the guidance counselor take?

ANSWER

Once these students have been identified, the guidance counselor should focus on developing, among all concerned, appropriate attitudes and understandings of these students.

QUESTION

In general, what kind of a teaching-learning climate should the guidance program recommend for these students?

ANSWER

The guidance point of view should always encourage a teaching-learning situation which develops within students a spirit of inquiry and exploration, the development of broad understandings in addition to factual knowledge, an appreciation of our cultural heritage, and an understanding of human welfare.

QUESTION

How might such a climate be cultivated?

ANSWER

Such a learning climate tends to flourish when the following exist in the teaching-learning situation:

(1) adequate and up-to-date learning materials are provided

(2) encouragement of and provision for critical analysis in reading and critical examination of (or through) all forms of mass media

(3) opportunities for these students to make direct inquiry through the various facets of community resources

(4) less time spent on routine and more emphasis upon independent work. (This becomes progressively true as the child grows through his educational experience.)

(5) great emphasis upon creative expression, upon experimentation and upon logical thinking

(6) early and continuous focus upon opportunities through higher education as they relate to the development of the individual, to the world at work, and to responsibilities to society

(7) opportunities for improved self understanding and acceptance

(8) and finally, opportunities for warm interpersonal relationships

QUESTION

What can the counselor do to help overcome unfavorable attitudes and develop better understanding of these students?

ANSWER

The guidance program should provide ways for the students, his parents and teachers to understand the nature and significance of his abilities (being careful not to contribute to an attitude of an "elite.")

Ways should be found to give recognition to academic talent and giftedness.

These students should be led to explore fully the implications of their abilities and the responsibilities which accompany them.

Further, understanding and acceptance of academic talent and giftedness should be developed within the student peer group.

QUESTION

If one of the goals of a program for the gifted and talented student is to provide broadened educational and cultural experiences, how can guidance make a contribution to this goal?

ANSWER

Here the greatest contribution a counselor can make is to provide administrators and teaching personnel with all available data on the uniqueness of these students' talents and abilities so that teachers can better individualize instruction.

Other types of contributions might be exemplified by the following:

(1) encourage the organization of and participation in selected "out-of-school enrichment activities," which have educational and cultural value

(2) offer assistance to classroom centered research projects

(3) render leadership for in-service training to promote better understanding of the advantages offered by the school's method of grouping

(4) promote the use of the seminar approach to academic study

(5) provide a directory of community resources for student and teacher use

QUESTION

How can the guidance program help these students attain and maintain their expected level of achievement?

ANSWER

Foremost in this area is the guidance counselor's responsibility to organize and coordinate the school's testing program. It must be a program:

(1) designed to measure individual aptitudes and abilities at appropriate check points throughout the period of formal education

(2) designed to measure achievement a) in terms of the objectives of the program of instruction b) as it relates to student aptitudes and abilities

(3) designed to provide diagnosis in problem areas

(4) designed to predict future performance

Care must be taken in the selection of tests so that those used will have sufficient "ceiling" to provide a measure of the achievement, aptitude and abilities of the academically talented and gifted student.

The guidance person in charge of testing should interpret the results of the testing program to students, parents, teachers and administrators as a further means to individualized instruction and pupil understanding.

Through group procedures and individual counseling, he should further ascertain the needs and problems of these talented and gifted students so that their needs and problems may be met and challenged through curriculum change and development and/or changes in instructional procedures.

Full utilization of subjective and objective measures must be made if underachievement and mediocrity are to be changed to academic excellence on the part of these students.

Through individual counseling and instruction, current achievement and aptitudes must be related to future goals and aspirations (both educational and vocational.)

QUESTION

Is underachievement frequently a problem among talented and gifted students?

ANSWER

Yes, underachievement is not only a problem in the identification of these students, but it also presents the problem of discovering and overcoming the cause.

QUESTION

What can the guidance counselor do to help eliminate the problem of underachievement among these students?

ANSWER

Once again the first significant contribution the counselor can make lies in the area of early identification of these abilities. In addition to this, the guidance counselor should be on the lookout for achievement patterns which fall significantly below the expected level of the student and through individual counseling, help the student discover and overcome the cause. Other aids the counselors should render would be:

(1) student information for teachers lending itself to individualized instruction

(2) helping students in educational planning

(3) helping students through transitional periods and

(4) helping students become oriented to new situations

QUESTION

Are there other ways in which counselors can be of help to parents and teachers?

ANSWER

Counselors should help parents and teachers to understand what they

can expect in the way of characteristics, needs, growth patterns and behaviorisms which are frequently typical of academically talented and gifted students, grade one through twelve and beyond.

QUESTION

How can the guidance program help develop within these academically talented and gifted students, a willingness to accept responsibility and to make a worthwhile contribution to society?

ANSWER

The guidance counselor must help these students develop understandings of the world at work as it relates to the development of civilization, to the aptitudes, abilities and interests of the individual and to purposeful living. He must help these students to relate today's growth and development to tomorrow's living.

QUESTION

How can the guidance program provide help to these students in their vocational planning?

ANSWER

From among the academically gifted and talented students will come a great many of our leaders in business, industry, politics, etc. Success, in reaching these leadership positions, is highly dependent

- upon appropriate educational background,
- upon knowledge of the field and the opportunities it offers, and
- upon aptitude for and interest in the role to be served. This being the case, it is the responsibility of the guidance program:

1) to help students explore career information
2) to help them to make a choice of field and level of aspiration appropriate to their outstanding abilities and interests, and
3) to help them plan a program of education through which they might reach their goal (s).

Since most positions in upper levels of employment demand a prolonged period of education and training of a specific nature, item 3 is very important. In this technological age, it is becoming more and more difficult for employees who have ability but do not have the appropriate education to climb in the ranks.

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The guidance process is a developmental one. The school program cannot fulfill all of these responsibilities for all gifted students at any one point in the educational experience, nor should we. Rather, we must understand that though the ultimate goals are the same throughout the educational process, the specific responsibilities, the developmental tasks, the understandings and experiences provided, must be offered or met at appropriate levels in this developmental process.

THE FUNCTION OF THE DIFFERENTIATED CURRICULUM FOR THE GIFTED

The basic principles applicable to the instruction of the gifted differ from those we desire for all children, and from necessity, differ in quality of performance, in their ability to exercise leadership, and in the depth and breadth of learning.

No educational program for the gifted can hope to be very successful unless recognition is given to the faster learning rates of these individuals. Terman, in his earlier studies, indicated that at least a moderate amount of acceleration would be necessary in educating gifted students. How much acceleration is permitted should depend on the concept of curriculum held, the richness of the resources available, and the nature and type of the group of gifted students in the school.

Depth enrichment instruction will not hold the interest of the unusual students for very long and will not satisfy their intense desire to make progress. To be satisfactory and successful, programs for the gifted must build on the faster learning rates of these students along with enrichment experiences in both depth and breadth.

In building a curriculum for the gifted, it is essential that they cover all of the background content and materials of each school grade, but adjusted to the fast learning rate of the gifted.

In planning the curriculum for these students, it might be well to have longer instructional periods and a different type of school day, since the interests are of longer duration and more intense than other pupils.

QUESTION

What is the best method of teaching the gifted?

ANSWER

There is no method guaranteed to be useful in teaching everything, everywhere, to all pupils. Teaching is an intensely personal activity; methods that prove valuable to one teacher with a certain group of pupils may be ineffective for another teacher with another group of pupils.

QUESTION

What are some of the effective methods of teaching these students?

ANSWER

Problem Centered Teaching

In this method students are taught through investigating and attempting

to solve problem situations which they themselves have helped to plan. Problem solving is effective with both group work and individualized instruction. They define the problem for study, advance possible hypotheses for its solution, gather and evaluate pertinent date, judge the possible outcomes, report their findings, accept and reject solutions and evaluate.

Group Work

Children learn best in purposeful situations; when a group has purpose it can be useful, without purpose, it remains aritifical and unnecessary. Gifted children are grouped in terms of the task to be done or the skill to be learned.

Routine Drill

Gifted students do not as a rule require as much drill as learners of average ability; they prosper with functional purposeful drill, with the amount limited to their personal needs for mastering the skill.

Yes, they need drill, but it does not require that each child be put through a routine program of drill activities.

Discussion

Gifted students need practice in good discussion methods, and these go far beyond a question-answer type of activity. It is necessary to have a purpose for discussion, to plan how to reach that goal, to listen carefully to what others have to say, and to help keep to the point of the discussion.

Gifted students need practice in learning to lead discussions as they can act as excellent leaders in a group of gifted students.

Broad Unit Work

The gifted can plan work that will carry over a longer period of time to achieve their goals; they can profit from unified teaching. In the broad unit method students are allowed to cross content fields and grade levels. In this type of instruction gifted students can develop their ability to perceive relationships and to draw generalizations.

The techniques generally employed is the problem- solving approach which allows for considerable independent and small group research.

Independent Study

This study may be defined broadly as study which is not identified with an integral part of organized courses. Most effective independent study is usually done with the guidance of one or more faculty members. It is almost invariably individual work with one-to-one student-teacher relationship.

A teacher may serve as advisor to the student doing independent study and make himself available for consultation.

Developing Creativity

Gifted students as a whole possess much drive, originality of approach to problems and a desire to achieve, along with the high level of intelligence which are believed to be operative factors in creativity. Elementary and secondary teachers should provide an environment both in material things and in a permissive environment so that the students' ideas and their creativity may be encouraged and developed.

The Community Approach

Because of the vast amount of information that gifted students are able to acquire, the teacher of the gifted can look to the specialists in the community for specific help in solving the group's larger problems.

The knowledge brought by the visitors to the classroom is essential to the students' purposes in their units of work; the experience is planned for profitable learning.

Depth Learning

Depth learning for the gifted may best be provided by "specialists" teachers such as provided when school utilizes team teaching or subject matter departmentalization. There is a greater use of specialists and team teaching in some schools. Expanded knowledge has made it virtually impossible for any person to carry the burden of instruction for the gifted. He cannot be expected to know enough about science, arithmetic, social studies, art and music to meet the needs of gifted students with their varied interests and their often remarkable stores of personal knowledge.

Team teaching, which is used in some elementary, junior and senior high schools, enables and encourages teachers to pool their talents to develop a school environment which protects the individual gifted student from the group as he develops to the fullest his creative powers.

Self-Instructional Devices are Used for Programmed Instruction

Some self-instructional devices are used for programmed instruction. Recently much attention has been given to the development of "automated teaching techniques." This process represents a way of presenting a series of written items one at a time to a student. This represents an interesting and new approach to instruction.

There is a great deal to be learned about programmed instruction. Early indications are that programmed instruction may contribute significantly to the individualization of instruction. There is a possibility that such a development may be very applicable in acceleration of instructional programs for the gifted learner. In addition to acceleration there seems to be a possibility of giving instruction in a field where competent teaching may not be readily accessible to the student.

This automated teaching approach is used chiefly in math, foreign language and science. This does give the gifted an opportunity to learn for himself when the teacher is not able to help him with difficult content. These machines are used to supplement creative and challenging experiences and should not be just "busy work."

"Learning How to Learn"

The characteristics of self-motivation and deep insight which distinguish the gifted as a group, suggest techniques for furthering their educational development. In this area of self-motivation and insight for "learning how to learn" is a point which should be considered in modifying our curriculum for these children. Such teaching is started as early as the gifted child enters the kindergarten. It is reinforced as the child goes from one grade to the next and from one subject to another so that by the time the pupil completes his formal education the ways of learning and attacking problems will be sufficiently generalized to enable the pupil to meet many of lifes' problems.

This "learning how to learn" suggests specialized techniques which can provide an ideal setting for the gifted in independent study and group work. These gifted children are challenged to use more advanced bibliographic techniques and to search for and use original rather than secondary sources. They are challenged to read a textbook more effectively, to take better notes and to make better outlines. They are able to adapt their reading rate to the material read, be it easy, difficult, or unusual. Experiences in generalizing, predicting outcomes, critical thinking, creative reading and writing as well as analyzing and evaluating propaganda is provided for these children. These essential skills for "learning how to learn" are readily used by gifted children when given the opportunity.

Seminar Instruction Promotes Democratic Leadership

Encouraging, indeed, is the use of the research seminar for the gifted in elementary and secondary schools. Students are freed to develop individual projects in areas of personal concern, to plan and carry out experimentation, to report and discuss their research with their peers, and to critically examine the work of their classmates. Such a seminar cuts across usual subject divisions; it builds on the foundations acquired in previous courses but puts a premium on problem solving.

In these small seminar instruction groups, children are freed to discuss broad issues in literature, world affairs, drama, music, and art. They tend to grow in self-expression, leadership and critical thinking as they are allowed more time in this instructional procedure to discuss and compare historical knowledge with their problems in everyday life.

ADMINISTRATIVE PRACTICES

Administration of education for the gifted, like all administration, involves the organization of persons, ideas and facilities into effective working units for the accomplishment of specific goals.

Once these units are established, the task of administration is that of continuous evaluation

QUESTION

What are the best administrative arrangements for gifted student programs?

ANSWER

One or several plans may be followed in giving the necessary impetus. They may decide upon a program as a combination of the following provisions:

1. Classroom Enrichment

The brighter student remains in the classroom with other youngsters of less ability but is given special attention, either individually or in a small group of gifted students in his class. This type of program is generally called classroom enrichment, as distinct from ability grouping and acceleration.

In a certain sense every form of helping the gifted involves enrichment. All programs for the gifted are designed as an intellectual challenge to the rapid learners. Classroom enrichment, however, has come to mean particularly a program designed for gifted students who remain within their usual age-grade group. It is important to remember that enrichment for the gifted does not mean more of the same thing. Instead, enrichment means opportunities for learning in depth and breadth. These children need skills, too, but they master such learnings very rapidly. Therefore, enrichment should never mean a "cover-up" for challenging and worthwhile experience.

2. Grouping

Many educators feel that the best way to accommodate the needs of all students is to bring together students of similar ability of, all or a portion of, their educational experience. Such groups, in which the range of individual differences is reduced, permit teaching methods and learning experiences that are most appropriate to the ability level of the students.

This process of grouping is called by many names (ability grouping, segregation, multilevel or multitrack curriculum, homogeneous grouping, interest); the aim has always been to provide greater opportunity for students of similar intellectual capacity.

Types of Grouping:

Special Classes for Gifted Children

A thorough understanding of the nature of giftedness alone presents reason enough for special classes for instructional purposes. There are many factors included in the psychological make-up of a truly gifted individual which prevents his functioning efficiently unless the environment and the nature of the membership of his group is such that inter-stimulation, motivation and communication are on a par with his own superior mental operational level. The understanding of the unique nature and needs of giftedness prescribes what is the best educational process to be utilized for maximum results.

In most instances where special class grouping for the gifted is employed in regular schools, such classes, in form and in effect, provide a separate school experience within the physical facilities of the regular school. Often the gifted children from the special class join the regular school group for health education, extra curricular and recreational activities.

Special Classes Recruited From Several Schools

In some communities there may not be enough gifted children to provide a special class from one school. Gifted students from several schools might be brought together to a centrally located school where a gifted child group has been organized. In urban areas public transportation is used. In the more rural areas, students can be transported by school buses. In many instances the parents of gifted children might accept the responsibility for transportation.

These students participate in the non-curricular activities of their respective schools and maintain contact with the students there. They are grouped for all academic instruction.

Certain administrative modifications and procedures are naturally involved in this kind of program for the gifted. However, all worthwhile endeavors require additional initiative, resourcefulness and effort. The rewards are not always in financial compensation, but rather in the personal satisfactions experienced from the gains realized in the enrichment of personalities.

Cluster Grouping

Cluster grouping is composed of several gifted children assigned to a class otherwise heterogeneous. The pupils might be taken from several fifth grades and placed with a teacher with special interests in working with them. These classes resemble other fifth grade groups, except for the presence of a greater number of gifted pupils than one would expect to find there by chance.

Special Class Grouping For Only Part Of The Day

Appropriately identified gifted children are separated into specialized groups for a part of the day and, in some instances, for a part of the day only certain days of the week. These youngsters are held responsible for the assignments in their regular classroom as well as the additional responsibilities assumed as members of what is frequently referred to as "the seminar" group.

Gifted students in this kind of grouping may receive enrichment experiences either in the specific curriculum areas or through study outside the regular school curriculum. Sometimes they become involved in deep, penetrative reading and discussion periods where they accumulate, meditate upon and evaluate principles, ideas, values and various abstract concepts. They learn to analyze materials, to make decisions and to apply their knowledge to everyday life.

Special Interest Groups

Special classes for the gifted are often organized around special interests. Classes of this nature are organized in both the elementary and high school levels. Such classes are scheduled from one to five periods each week, depending upon the nature of the interest. The offerings vary from school to school, depending upon the abilities and chosen interests of the pupils in the school and the talents of the teachers concerned. The classes most commonly offered are those in the fields of mathematics, science, creative writing, foreign language, dramatics and art. Others include typing, social leadership, music and various forms of creative activities.

Most of the special interest classes are flexible to the extent that no effort has been made to standardize the content or the class structure. Teachers are free to exercise exploration and experimentation.

Special Subject Matter Grouping

Those who best understand the unique characteristics of the gifted have learned that they vary considerably as individuals and that not one of them excels by the same degree in all subjects. The matter of individual ability and interests are factors which must be carefully weighed in course placement.

In special subject matter groupings, students are admitted on the basis of their school records, their interests and teacher estimates of their ability. This is a popular practice in many different school divisions.

Grouping Within The Regular Classroom

Grouping within the regular classroom is a common method, particularly for the teaching of reading. This method illustrates

an overlapping of gifted student techniques. A teacher may group students effectively and apply enrichment techniques to the gifted group.

The Honors Program

The honors program has been developed in many high schools as a means of stimulating academic achievement and giving recognition to worthy students. Admission to this program is based on stringent ability and achievement creiteria.

Students who maintain membership in the honors program must work beyond the minimum requirements of the designated grade level. Frequently, honors courses provide the advantage of certain special provisions designed for those with outstanding ability.

Seminars

This method of grouping encourages critical thinking, inquiry and discussion. Seminars are usually small and selective. They meet two or three times a week.

Interest Groups in Extra-Curricular Activities

Interest groups or club and hobby groups are held before and after school hours. Some of the activities of these interest groups are organized on a high operational level. A gifted youngster may engage in an individual year-long project through his club activities. In this way he supplements his desire for learning, adds to his personal satisfaction through creative pursuits and reinforces his strength in the area of his special interest.

Usually faculty members assume sponsorship for these various interest groups, but in many instances resource persons within the community quite willingly provide the necessary leadership for such groups.

The Multitrack Program

This organizational plan enables the school to offer required courses on various levels of ability. The gifted students are in the top track and cover more advanced material more rapidly than students in other tracks. For instance, some college-level texts may be used by the gifted while children in other tracks use the regular adopted text. The curriculum is organized around tracks which are commonly identified as "college preparatory," "business education" and "general."

The organization does provide, in a way, for ability grouping. Students with higher ability are steered to the college preparatory program. This does not mean, however, that the gifted are barred from the business education curriculum or other tracks.

While the establishment of the secondary school multitrack program may be a step toward the identification and placement of more capable students in the regular academic program, it is not sufficient within itself to qualify as a program for gifted students.

3. Acceleration

Any procedure which allows a student to progress more rapidly and complete a given school program in less time or at an earlier age than the average student may be termed acceleration. Because of the nature of the gifted student, he should not be restricted to the same pace as other students in his age group, but should be allowed to move forward to more challenging work. Many forms of acceleration, both group and individual, are utilized in schools. It can take place from kindergarten to college. Grade or course skipping, combining two years' work into one, summer school attendance, extra courses for credit, college courses in high school and credit by examination are all forms of acceleration.

Early School Entrance

Early school entrance is not a wide spread practice at the present time. Children are considered for an earlier admission to kindergarten on the basis of high scores on individual psychological evaluation, medical examinations and social histories.

Administratively, early school entrance for gifted children requires sufficient personnel to adequately and appropriately identify the children concerned.

The West Virginia State Law does not as yet coincide with the trend toward early school entrance. Goals are thwarted when gifted children are admitted to the kindergarten at an earlier age and then, of necessity, retained there until they have reached the required age for admission to the first grade.

Those who work with early school enrollees point out the wisdom of taking proper precautions to make sure that the child who is admitted to school at an early age is physically and socially as mature as he is intellectually advanced.

Skipping Grades

Skipping grades carries the connotation of a "speeding up" process whereby the child has not skipped any material but rather covered it at a faster rate.

There seems to be a rather common agreement that no child should complete the regular twelve years' school program in less than ten years. The consensus being that if there is not sufficient challenge.in the program to keep a gifted child involved for ten years, then it is the responsibility of the educational staff to "put it there." Another factor involved is the feeling that the age of college entrance should not be lower than sixteen.

The Ungraded Primary Unit

This is apparently one of the most popular plans for acceleration at the present time. This curriculum organization allows gifted

children to complete in two years the work normally covered in three. By the end of the two-year period, if the child has covered all the material normally required in a three-year sequence, he is one year accelerated by the time he enters the fourth grade. This approach allows children to progress at their own rate of speed.

Acceleration Through Advanced Standing

Students having exceptional abilities are allowed to progress at their own speed in the subjects and in the skills where they excel. Gifted pupils may remain in their own school while they study advanced subject matter found in the next higher institution and then enroll in that institution with advanced standing. These college or university courses are taken in addition to the usual required high school work. Students on the high school level are given complete library privileges and access to certain other campus facilities, but not permitted actual participation in student activities.

Acceleration Through the Advanced Placement Program

The Advanced Placement Program is administered by the College Entrance Examination Board, and is available to any student who wishes to try examinations in various academic subjects in order to determine eligibility for advanced college credit. In some school systems students prepare for these examinations independently of their high school work. In other situations advanced courses are taught. Regardless of the organizational procedure, the main goal is the attainment of college credit through examination.

Acceleration Through Summer School Attendance - Extra Courses

Students use summer schools for self-improvement and extra course work. In this way a heavier than usual course load may be completed during the school year in order to complete requirements earlier.

Gifted and academically able students choose to take extra course work during the summer so that they might be in a better position to participate in more school activity programs during the following year.

Early Admission to College

Early admission programs in the high school usually function by close collaboration with a nearby college or university. Evaluation studies show that highly competent students can succeed in college study even though placed with classmates a year or two older.

Two Grades Combined in One

Another acceleration method combines two or more grades into a lesser number of years. Through such specially planned classes, bright students can complete the full educational sequence in a shorter time. The approach is similar to that in the ungraded plan.

After provision for continuous and sequential instructional programs have been decided for the gifted and academically able, plans for consistent in-service training and growth of personnel is the next important step.

In selecting the teacher, one must look for the following characteristics: A rich fund of information, versatility of interests, an inquiring mind, the ability to stimulate and inspire, a sense of professional responsibility and a special knowledge of the psychology of gifted students.

A continuous in-service program which helps the teacher understand how to work with these children who need to be taught differently because of their unique learning rate is essential. New curriculum guides, which can be written in these conferences should be built around the problem-solving approach and individual instruction.

Evaluative measurements that are continuous should be planned from the beginning. The type of tests, grading system, reporting to praents and self-evaluation techniques are all essential. Accurate and complete records should be current.

SUGGESTED ADMINISTRATIVE PROCEDURES IN INITIATING EDUCATIONAL PROGRAMS

Once it has been decided to inaugurate a program for the gifted and academically able students, choices must be made among the various techniques available.

There is no single best approach to all schools for programming for the gifted and academically able. Too many factors must enter into the administrative procedures. This applies to each phase of the program, including planning, identification, curriculum and evaluation.

Three important factors should be considered when planning programs. First, the size of the school. What is practical for a large student body may not be successful when fewer students are involved. A second consideration is the type of community served by the school. Plans acceptable in some communities are unacceptable in others, as a result of social economic status or educational background of the residents. The third consideration perhaps of greater impact, is the attitude of the school staff toward the program. The enthusiasm which it feels, the extent to which it is willing to try new techniques and its attitude toward the need for a program will help predetermine its success or failure.

Decisions on the provisions for any school will be made with these factors in mind. It will be assumed that the following administrative suggestions will give guidance and assistance in providing programs for the gifted and academically able.

(Questions looking for solution from the superintendent and principal with some possible answers)

QUESTION

What type of teacher should be chosen for participation in the program for the gifted student?

ANSWER

(1) If possible, she should be a superior and talented person herself.
(2) She should have a broad knowledge of the subject field.
(3) She should be an experienced teacher.
(4) She should be able to motivate and develop interest and desire.
(5) Dull and domineering teachers should be avoided.
(6) Must be interested in boys and girls and "willing to go the extra mile."

QUESTION

How can an administrator determine the eligibility of a teacher for the program?

ANSWER

(1) Examine transcript of college work.
(2) Examine application form for evidences of special interests, experiences and attainments.
(3) Special personal interview by administrator and an exchange of opinions with other interviewers.
(4) Look at the continuing educational record of her former students.
(5) Study her experience record.

QUESTION

What kinds of in-service programs should be conducted for teachers of the gifted students?

ANSWER

(1) Materials and research findings on the subject should be studied.
(2) Data on the students should be carefully examined.
(3) A variety of methods and approaches should be explored rather than a uniform procedure.
(4) An exchange of visits, external and internal, should be arranged.
(5) Principal-teacher conferences should be conducted.
(6) Regular departmental conferences and meetings of the teachers in the gifted program should be held.

QUESTION

How can the administration prevent, or keep to a minimum, the identified superior student from being labeled?

ANSWER

(1) A series of preliminary discussion meetings should be held with the involved pupils and parents to get a complete understanding of the aims and objectives.
(2) Individual differences and the variation of talents should be explained to all students in assemblies, home rooms, school publication, etc. "America is built on the differences of its people and they all are important to our way of life."
(3) Encourage and make it possible for a gifted student to be active in many school experiences, even some in which he will not excel.

QUESTION

How can the administrator insure quality rather than quantity in a gifted program?

ANSWER

(1) An understanding, a philosophy, of the program must be reached.

(2) A broader view, an enrichment of the experiences must be of first importance. The method the materials and the teacher attitude must be geared to this end.
(3) An understanding between administrator, teacher and students that long required assignments are not as helpful as self-inspired and motivated projects.

QUESTION

Are our present curriculum offerings adequate or should advanced courses be added?

ANSWER

(1) A need for advanced courses will develop as the program for the gifted advances. Personal needs of the students should govern the introduction of new subjects.
(2) Improvement of present offerings for the gifted should receive the first priority.

QUESTION

To what extent should advanced college placement be encouraged?

ANSWER

(1) Experimentation with and the evaluation of college level courses in the senior high school years is suggested.
(2) High schools and colleges need to explore this area of cooperation with plans of sharing personnel and materials.

QUESTION

What are the administrative solutions to the problems of so many under-achievers among superior students?

ANSWER

(1) The establishment and the improvment of programs for the gifted will create a climate and provide a way for improving the ambition and desire on the part of the potentially able student to achieve in relation to his ability.
(2) Appreciation of his success by others including the public, his peers, his teachers and parents, can help him to work closer to his potential. Artificial rewards should be held to a minimum.
(3) The improvement of work habits should be a direct outcome of a program for the gifted.

QUESTION

What grouping devices offer the best opportunities for organizing a school for teaching the gifted student?

ANSWER

(1) Special sections for the gifted is recommended in all schools large enough to make this possible.
(2) Smaller schools will need to use internal grouping.
(3) Previous school marks, reading level, teacher recommendations, achievement test scores, mental maturity, student attitude and ambition are usually combined to identify the gifted student.

QUESTION

How can the administrator be of real assistance in helping teachers achieve an enriched program for gifted students?

ANSWER

(1) He can be genuinely interested in, really sold on, and definitely informed about this type of program.
(2) He must be able and willing to serve as a leader in the program.
(3) He must keep alert for new materials and new ideas.
(4) He must encourage and "lead the way" in experimental procedures.

EVALUATION PROCEDURES FOR GIFTED AND ACADEMICALLY ABLE PROGRAMS

To evaluate the effectiveness of a gifted program one must know its specific objectives and find some way of evaluating how realistically or to what degree these objectives have been reached. The further these objectives depart from those of academic competence, the more difficult they are to measure.

Actually, evaluation centers around (1) achievement, (2) personal and social adjustment, (3) attitudes of children, parents and school personnel toward the program under consideration.

Many studies, although they are often considered less reliable than studies of achievement, have evaluated the personal and social adjustment of gifted individuals or groups of individuals. These studies might be classified as those using teacher's ratings, check lists, standardized personality tests, questionaires, or sociometric measures.

Sound and continuous evaluation procedures are necessary if educators are to bring about the following:

1. Desired behavior changes
2. Improved methods of instruction for individual or groups
3. Improved identification programs
4. Improved instructional materials.

If each of the above are to result from the evaluation program, the procedures by which they are measured must be planned from the outset of the program.

Evaluation results are only effective if planned in terms of stated objectives which should be determined prior to the initiation of a program.

QUESTION

Should methods of evaluation be provided when the program begins?

ANSWER

Every program, ranging from enrichment to ability grouping, should include provisions for objective or controlled means of evaluating results, at suitable time intervals. This evaluation should evolve directly from the stated purposes.

QUESTION

Do we need controls in evaluating gifted programs?

ANSWER

Controls are needed in evaluation so we may distinguish between gains which are due to the teacher, methods, organization, or novelty of the situation.

QUESTION

Who should be involved in the evaluation of the programs?

ANSWER

Persons involved in the evaluation of programs vary to a great extent. Among those who have been included in evaluations are: (1) teachers, (2) counselors, (3) administrators, (4) students, (5) parents, (6) special personnel (psychologist), (7) college and testing services.

QUESTION

What should be included in the evaluation of instructional programs for the gifted?

ANSWER

The best instrument might be planned so that it meets the needs of individual county systems or the schools within the system. The following check list might be helpful as an evaluative instrument to be used in a county system as guide questions to be considered when appraising instructional programs:

Administration

___ 1. Does the program have the approval and backing of the Board of Education, Administrators, Teachers, Parents and Students?

___ 2. Is there a philosophy of education based on an acceptance of individual differences?

___ 3. Are there clearly stated (written) objectives, policies and aims for the program?

___ 4. Is the program planned so that research techniques can be used to determine the effectiveness of the program?

___ 5. Does the program encompass all grades and subjects providing continuity throughout the students' school program?

___ 6. Is the administrative responsibility for the coordination of the program vested in one person who is responsible for the effectiveness of the program?

___ 7. Does the administration include teachers, parents and lay people when planning for the program and reporting?

Identification, Guidance and Counseling

___ 1. Does the program include a systematic and comprehensive program of identification and placement?

___ 2. Does the program make provision for the identification of under-achievers?

___ 3. Do guidance counselors help in the initiation and implementation of the program for gifted and academically able students?

___ 4. Does the guidance program provide help to the students in their vocational and educational planning?

___ 5. Does the guidance program provide for adequate record keeping and the transfer of records as the child progresses in the program?

Curriculum Provision

___ 1. Is there a differentiated curriculum provided for the gifted and academically able students?

___ 2. Does the curriculum provide for a balanced program of learning experiences that will develop the social and personal needs of the gifted and academically able students?

___ 3. Is there a systematic program provided for the differentiation in grading?

___ 4. Are there continuous efforts being made to improve the methods of instruction used by the teachers?

___ 5. Does the in-service education program meet the needs of the teachers?

___ 6. Are there provisions made for continuous evaluation of the curriculum in terms of pupil growth and development?

___ 7. Are special facilities and equipment provided that meet the needs of gifted and academically able for individualized instruction, team teaching, programmed learning, special research projects, special classes and seminars?

___ 8. Are provisions made for articulation and continuity of curriculum between grades and schools?

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APPROVED LIST OF GROUP INTELLIGENCE OR SCHOLASTIC-APTITUDE TESTS
AND BATTERIES OF TESTS OF ACHIEVEMENT IN
SUBJECT-MATTER AREAS FOR USE UNDER
SECTION 4.3 OF THE STATE PLAN FOR
GUIDANCE, COUNSELING, AND TESTING OF WEST VIRGINIA

AHCIEVEMENT BATTERIES:

California Achievement Tests, Junior High Level (7-9) Cal Test
California Achievement Tests, Advanced (9-12) Cal Test
Sequential Tests of Educational Progress (STEP) (4-14) ETS
Iowa Tests of Basic Skills (3-9) Houghton
Iowa Every-Pupil Tests of Basic Skills (3-9) Houghton
The SRA Achievement Series (2-9) SRA
The Iowa Tests of Educational Development (9-12) SRA
Essential High School Content Battery (10-13) World Book
Metropolitan Achievement Tests, Inter. and ADV. Batteries (7-9) World Book
Stanford Achievement Test, ADV. Battery (7-9) World Book
Stanford Achievement Test, Separate Answer Sheet Edition (7-9) World Book
The American School Achievement Test, Advanced Battery (7-9) Public School Publishing Company
National Achievement Test, ADV. Battery (7-9) Acorn Publishing Company

GROUP INTELLIGENCE OR SCHOLASTIC APTITUDE:

California Short-Form Test of Mental Maturity, Junior High Level (7-9) Cal Test
California Short-Form Test of Mental Maturity, Secondary (9-12) Cal Test
California Short-Form Test of Mental Maturity, Advanced (10-12) Cal Test
California Test of Mental Maturity, Junior High Level (7-9) Cal Test
California Test of Mental Maturity, Secondary (9-12) Cal Test
California Test of Mental Maturity, Advanced (10-12) Cal Test
Cooperative School and College Ability Tests (4-14) ETS
Lorge-Thorndike Intelligence Tests (K-12) Houghton
Henmon-Nelson Tests of Mental Ability (3-12) Houghton
Differential Aptitude Tests, VR+NA (8-12) Psychological Corporation
SRA Tests of Educational Ability (6-9) (9-12) SRA
SRA Primary Mental Abilities (7-12) SRA
Ohio State University Psychological Test (Form 21) (9 - adult) SRA
SRA Tests of General Ability (K-12)
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Otis Quick-Scoring Mental Abilities Test, Beta and Gamma (7-13) World Book
Pintner General Ability Tests: Verbal Series, Inter. and Adv. (7-13+) World Book
Pintner General Ability: Non-Language Series, Inter. (7-9) World Book
Terman-McNemar Test of Mental Ability (7-12) World Book
SRA High School Placement Test
Kuhlman-Finch, Personnel Press
Kuhlman-Anderson, Personnel Press

This list was prepared by the State Advisory Committee on Guidance, Counseling and Testing.

PUBLICATIONS OF FOUNDATIONS, STUDY COUNCILS, AND OTHER ORGANIZATIONS CONCERNED WITH PROGRAMS FOR THE ACADEMICALLY TALENTED STUDENT

COLLEGE ENTRANCE EXAMINATION BOARD, 425 W. 117th St., NEW YORK 27, N. Y.

Advanced Placement Program Syllabus. 1958. 137 pages.
Advanced Placement Program. Bulletin of Information, 1958-59. 14 pages.
A Guide to the Advanced Placement Program and the Advanced Placement Examinations. 1958-59. 12 pages.

FUND FOR THE ADVANCEMENT OF EDUCATION, 655 MADISON AVE., NEW YORK 21, N. Y.

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They Went to College Early. Evaluation Report No. 2. 1956. 80 pages.
Schools for Tomorrow. 1957. 62 pages.

NATIONAL EDUCATION ASSOCIATION, 1201 16th St., N. W., WASHINGTON 6, D. C.

The Identification and Education of the Academically Talented Student in the American Secondary School. 1958. 160 pages.

NATIONAL SCHOLARSHIP SERVICE AND FUND FOR NEGRO STUDENTS, 6 E. 82nd. St., NEW YORK 28, N. Y.

Blueprint for Talent Searching. America's Hidden Manpower. 1957. 42 pages.

ORGANIZATIONS CONCERNED WITH GIFTED AND ACADEMICALLY ABLE CHILDREN

National Organizations

American Assn. for Gifted Children
13 Gramercy Park, New York, N. Y.

Assn. of Educators of Gifted Children
Dept. of Special Education, School of Education, University of Pittsburgh, Pa.

National Assn. for Gifted Children
409 Clinton Springs Ave., Cincinnati, Ohio

National Council for the Gifted
700 Prospect Ave., W. Orange, N. Y.

The Joe Berg Foundation
1712 S. Michigan Ave., Chicago, Ill.

The Inter-University Committee on the Superior Student.
University of Colorado, Boulder, Colorado.

American Psychological Assn.
Division of School Psychologists, 1333 16th St., N. W., Washington, D. C.

MAJOR TERMS USED

ACHIEVEMENT

The level of accomplishment in a particular subject matter area.

ACCELERATION

An accelerated program is defined as one which makes possible pupil attainment of given educational level in a shorter time or at an earlier age than is normally expected.

ADJUSTMENT

A condition which describes the success with which a pupil relates to his environment. The assumption is made that the environment should be in keeping with the pupil's level of ability.

ADVANCED PLACEMENT

This is the term used to describe the practice of placing superior high school students at advanced levels in college or awarding college credit for courses taken in high school. This is usually determined by proficiency or achievement tests.

CONTROL

A term used to describe those gifted pupils who did not have special provisions made for them.

EARLY ADMISSION

This means admitting the pupil earlier than is normally the case.

EARLY ADMISSION TO COLLEGE

This is a name generally given to the practice of admitting students to college before their graduation from high school. This practice takes a number of forms, the most common being that of admitting students with three years of high school work to freshman standing in college.

ENRICHMENT

The practice of providing additional kinds of learning experiences beyond those offered in the regular program. (This does not mean more of the same)

EXPERIMENTAL

A term used to describe those programs which included special planning and provisions, and those gifted pupils for whom special provisions were made.

GIFTED

Those who demonstrate high learning ability as measured by an intelligence test.

HONORS PROGRAMS

These programs in general are designed not only to give superior students an opportunity to transcend regular course offerings, but also to satisfy their intellectual curiosity by intense and thorough inquiry.

INDEPENDENT STUDY

It is individual work with a one-to-one student-teacher relationship. The primary aim is to stimulate the superior student to do more work and better work than he would ordinarily do without individual instruction.

INDIVIDUAL ENRICHMENT

In general individual enrichment programs require no adjustments in grade organization but do require planned adaptations in the regular school.

INTELLIGENCE I. Q.

Learning potential; the ability to learn. A ratio derived by dividing the mental age by the chronological age.

MEDIAN

The point on the scale which separates the upper and the lower fifty percent measures by a group.

MENTAL AGE

The mental ability or intelligence expressed as the chronological age for which mental ability is typical.

MOTIVATION

To impel; that within the individual, rather than without, which incites him to action.

POTENTIAL

Possibility of learning.

RAPID PROGRESS

In rapid progress nothing is skipped. The pupil simply accomplishes the work of the program faster than the normal rate.

REGULAR CLASSROOM ENRICHMENT

In this plan each teacher is asked to provide enriching experiences for his gifted pupils both inside and outside the classroom.

RESEARCH

A study procedure, based upon scientific principles, used to formulate plans, collect data and evaluate findings.

SEMINARS

Seminars are usually organized around areas of interest such as science, mathematics or the humanities. In general, these seminars seek to develop not only content information but also skills in communication, in the use of mature resource materials and in the formation of advanced concepts.

SKIPPING

This is a term commonly used to describe the practice of pupils omitting one or more grades in ascending the educational ladder.

SPECIAL CLASSES

Special classes may represent a section for each grade in the elementary school and for each subject at each year level in the secondary school. When gifted students are selected for special classes, there is usually much more involved as basis for selection than I. Q. measurements, though this is one of the factors to be considered. Others are social maturity, emotional stability, physical health and size, and, of course, the scholastic achievement.

STANDARD DEVIATION

A measure of the amount of deviation of the scores made by a group from the average score. By adding to and subtracting from the average score, it is possible to determine where approximately two-thirds of the scores lie.